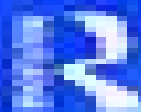


# Foucault and Education

## Disciplines and Knowledge

Edited by  
Stephen J. Ball



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# Foucault And Education Disciplines And Knowledge

**Geoff Doherty**



## **Foucault And Education Disciplines And Knowledge:**

**Foucault and Education** Stephen J. Ball, 2013-05-13 First published in 1990 this book was the first to explore Foucault's work in relation to education arguing that schools like prisons and asylums are institutions of moral and social regulation complex technologies of disciplinary control where power and knowledge are crucial Original and challenging the essays assess the relevance of Foucault's work to educational practice and show how the application of Foucauldian analysis to education enables us to see the politics of educational reform in a new light *Foucault and Education* Stephen J.

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Coninck Smith, 2013-10-15 This collection of essays on the social history of disciplinary practices in education in North America Northern Europe and Colonial Bengal coverage upon an understanding that schools regulate the behavior of beliefs of students teachers and parents by enforcing certain disciplinary social norms *Foucault and Educational Leadership*

Richard Niesche, 2011-03-15 This book argues that the work of educational leadership needs more sophisticated theorisation in order to better understand the complexities that face many school principals Critical Conversations in Philosophy of Education

Wendy Kohli, 2013-09-13 Critical Conversations in Philosophy of Education presents a series of conversations expressing many of the multiple voices that currently constitute the field of philosophy of education Philosophy of education as a discipline has undergone several turns the once marginal perspectives of the various feminisms critical Marxism and poststructuralist postmodernist and cultural theory have gained ground alongside those of Anglo analytic and pragmatic thought Just as Western philosophers in general are coming to terms with the end of philosophy pronouncement implicit in postmodernism so too are philosophers of education faced with similar challenges challenges to long held moral political aesthetic and epistemological commitments The contributors take up these challenges through a dialogical structure expressing differing positions without engaging in destructive critique **Foucault as Educator** Stephen J. Ball, 2016-12-01

This book considers Foucault as educator in three main ways First through some consideration of what his work says about education as a social and political practice That is education as a form of what Allen 2014 calls benign violence which operates through mundane quotidian disciplinary technologies and expert knowledges which together construct a pedagogical machine Second through an exploration of his method as a form of critique That is as a way of showing that things are not as necessary as all that a way of addressing what is intolerable This suggests that critique is education of a kind Third through a discussion of some of Foucault's later work on subjectivity and in particular on the care of the self or

what we might call a pedagogy of the self Each chapter introduces and discusses some relevant examples from educational settings to illustrate and enact Foucault's analytics

**Foucault and Lifelong Learning** Andreas Fejes, Katherine Nicoll, 2008-01-14 Over the last twenty years there has been increasing interest in the work of Michel Foucault in the social sciences and in particular with relation to education This the first book to draw on his work to consider lifelong learning explores the significance of policies and practices of lifelong learning to the wider societies of which they are a part With a breadth of international contributors and sites of analysis this book offers insights into such questions as What are the effects of lifelong learning policies within socio political systems of governance What does lifelong learning do to our understanding of ourselves as citizens How does lifelong learning act in the regulation and re ordering of what people do The book suggests that understanding of lifelong learning as contributory to the knowledge economy globalisation or the new work order may need to be revised if we are to understand its impact more fully It therefore makes a significant contribution to the study of lifelong learning

**Educational Leadership and Michel Foucault** Donald Gillies, 2013-05-28 Practitioners in the school system

**Reclaiming Discipline for Education** James MacAllister, 2016-10-26 Discipline is of profound educational importance both inside educational institutions and outside of them in personal and social life Reclaiming Discipline for Education revisits neglected philosophical ideas about discipline in education and uses these ideas to re think practices and discourses of discipline in education today Chapters in this book trace the evolution of thought regarding discipline in education all the way from Kant through to Durkheim Foucault Peters Dewey and Macmurray MacAllister also critically examines the strengths and weaknesses of contemporary school discipline practices in the UK the US and Australia including behaviour management zero tolerance and restorative approaches The educational credentials of psychological constructs of grit and self discipline are also questioned This book concludes by considering the current and future state of discipline in education on the basis of the different philosophical practical and policy perspectives discussed In particular MacAllister examines why it is problematic to consider practices of discipline in isolation from the wider purposes of education This book is suitable for an international audience and should be read by anyone who is interested in education and educational leadership as well as those interested in the philosophy of education

*On the Politics of Educational Theory* Tomasz Szukdlarek, 2016-11-03 On the Politics of Educational Theory considers the political significance of educational theory as a specific genre of public discourse Rather than understanding educational theories solely as addressing issues of childrearing and instruction this book aims to view educational theories in a broader socio political context It explores the role of educational theories in the construction of collective and political identities and analyses them as rhetorical strategies operating as political discourses Defining the methodological framework through the perspectives of Michel Foucault and Ernesto Laclau each chapter examines the ways in which theories of education contribute to the creation of social realities and identities Such issues as the construction of visibility and invisibility of power the tropes of temporality or the use of

postulational language where theorists say what should be done in and by education are some of the threads that weave through particular theories from Rousseau to the discourse of education in the knowledge based society analysed as ontological rhetorics constitutive of political identities This book suggests a direction for a more conscious way of dealing with the political in education As such it will appeal to researchers academics and postgraduate students in the fields of educational research philosophy of education curriculum studies social and political theory and theory of education The Open Access version of this book available at <http://www.taylorfrancis.com/books/e/9781315712505> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

**Human Rights Education and the Politics of Knowledge** Joanne Coysh, 2017-02-24 Around the world there are a myriad of NGOs using human rights education HRE as a tool of community empowerment with the firm belief that it will help people improve their lives One way of understanding these processes is that they translate universal human rights speak using messages and symbols which make them relevant to people's daily lives and culturally resonant However an alternative more radical perspective is that these processes should engage individuals in modes of critical inquiry into the ways that existing power structures maintain the status quo and control not only how we understand and speak about social inequality and injustice but also act on it This book is a critical inquiry into the production distribution and consumption of HRE and how the discourse is constructed historically socially and politically through global institutions and local NGO practice The book begins with the premise that HRE is composed of theories of human rights and education both of which are complex and multifaceted However the book demonstrates how over time a dominant discourse of HRE constructed by the United Nations institutional framework has come to prominence and the ways it is reproduced and reinforced through the practice of intermediary NGOs engaged in HRE activities with community groups Drawing on socio-legal scholarship it offers a new theoretical and political framework for addressing how human rights pedagogy knowledge and power can be analysed between the global and local by connecting the critical but well-trodden theories of human rights to insights on critical pedagogy It uses critical discourse analysis and ethnographic research to investigate the practice of NGOs engaged in HRE using contextual evidence and findings from fieldwork with NGOs and communities in Tanzania

*A Companion to Research in Education* Alan D. Reid, E. Paul Hart, Michael A. Peters, 2013-11-11 This volume offers a unique commentary on the diverse ways that educational inquiry is conceived designed and critiqued An international team of scholars examines cross-cutting themes of how research in education is conceptualised characterised contextualised legitimated and represented Contributions include specially commissioned essays critical commentaries vignettes dialogues and cases Each section discusses the significance of a complex terrain of ideas and critiques that can inform thinking and practice in educational research The result is a thorough and accessible volume that offers fresh insights into the perspectives and challenges that shape diverse genres of research in education

*The Routledge International Handbook of the Sociology of Education* Michael W. Apple, Stephen J. Ball, Luis

Armando Gandin,2009-12-16 This collection brings together the work of a group of the world's leading sociologists of education to explore and address key issues and concerns within the discipline The chapters draw upon theory and research to provide state of the art accounts of contemporary educational processes global trends and changing and enduring forms of social conflict and social inequality The topics which are addressed are of international relevance and significance

*Re-Imagining Comparative Education* Peter Ninnies, Sonia Mehta,2004-06-09 The original essays included here by up and coming scholars in the field illustrate the potential and diversity of post foundational ideas as applied to comparative education concerns

### **The Flows of Transnationalism: Questioning Identities and Reimagining Curriculum**

Seungho Moon,2021-12-29 This reflexive transcultural dialogue scholarship integrates autobiography alongside an in depth critical analysis of Eastern and Western philosophy Moon revisits his cultural heritage providing rich narratives that debunk a universalized Eurocentric approach to truth in the contemporary curriculum and social discourse As an exploration of multiple versions of knowing and identities The Flows of Transnationalism allows readers to extend and invent their own approaches to examining the fluidity of identities Moon promotes diverse perspectives within curriculum studies by disrupting the self other and cultural sameness difference dichotomy Amid the urgent need of developing anti racist pedagogy this book provides an innovative way to studying identities in a transnational context This thought provoking book on transculturalism cultural identities and curriculum is intended to benefit educators university faculty and interested members of the public It is written for those who have the desire to learn and apply diverse approaches for engaging with cultural identities through lived experience and its sociopolitical interpretation

### **Theory for Education**

Greg Dimitriadis, George Kamberelis,2006 Provides a pithy introduction to key contemporary thinkers their lives major works and ideas as they pertain to teaching

*Developing Quality Systems in Education* Geoff Doherty,2003-09-02 Presents an overview of the pitfalls and problems of implementing quality standards in education The text looks at the practical advantages and disadvantages of quality systems case studies of attempts at implementation and proposals for developments across the education sector as a whole

Discipline and Learn Megan Watkins,2012-03-24 Discipline and Learn Bodies Pedagogy and Writing explores how discipline is typically construed as a form of subjection in contemporary educational thought and in critical and cultural theory more broadly It provides a critique of this emphasis on the repressive aspects of discipline highlighting its enabling potential and role in the development of dispositions to learning The book engages with the work of a range of theorists Foucault Bourdieu Merleau Ponty Mauss and Spinoza and considers their usefulness in theorizing embodiment and learning in the teaching of writing in the early years of school Emphasis however is placed on the work of Bourdieu and his notion of habitus melding theory and practice in an ethnography of contemporary classrooms This text is invaluable reading for students and academics across the social sciences and humanities interested in questions of embodiment affect and their relation to learning This is the most thought provoking book to be published on pedagogy in a

long long time Conceptually elegant and empirically rich it undercuts conventional wisdom and potentially rearranges how we think about teaching learning and writing It argues that students bodies not just their minds matter in learning explaining how in practice the desire to learn is a mindful bodily disposition And it shows how through an enabling form of discipline teachers can produce a scholarly habitus in all students including the educationally disadvantaged and defiant Jane Kenway Professor of Education Monash University Discipline and Learn Bodies Pedagogy and Writing an excellent book which makes an important contribution to our understanding of both pedagogy and the body and which is sure to spark debate in both fields It is careful and judicious in its approach but still manages to be provocative and original Nick Crossley Professor of Sociology University of Manchester

**Following Foucault** Howard Richards, 2018-02-28 This book e offers prospective readers the opportunity to assess the respective merits of a poststructuralist archaeological genealogical approach Foucault s and that of a neo pragmatist hyper Popperian problem solving critical realist Howard Richards who values the fact that Foucault was sensitive to the need to defend and empower subjugated knowledges e Bert Olivier University of the Free State

**Forms of Knowledge** David Larsson Heidenblad, Anna Nilsson Hammar, Johan Östling, 2020-01-05 The history of knowledge is a dynamic field of research with bright prospects In recent years it has been established as an exciting forward looking field internationally with a strong presence in the Nordic countries Forms of Knowledge is the first publication by the Lund Centre for the History of Knowledge LUCK The volume brings together some twenty historians from different scholarly traditions to develop the history of knowledge The knowledge under scrutiny here is the sort which people have regarded and valued as knowledge in various historical settings The authors apply different perspectives to this knowledge maintaining the historicity and situatedness of the production and circulation of knowledge The book presents the history of knowledge in all its rich diversity The role of knowledge in public life is the focus of some chapters while others concentrate on the importance of knowledge for individuals or local communities some chart the realities of academic or systematic knowledge while others consider its existential or mundane dimensions Taken together they make a significant contribution to the theoretical conceptual and methodological advances in the field

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